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AUTHOR Miller, Kimerly; Painter, Nancy  
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## ABSTRACT

A principal mission of the American Field Service (AFS) Research Department is to carry out research and evaluation projects that could lead to increased understanding of the nature and impact of AFS exchanges. During the 1982-83 hosting year, three families in the U.S. Middle West agreed to participate in the study of the patterns of adjustment. Family N lived in a comfortable home in an upper middle class suburb of St. Louis. The student placed with them was a male secondary school graduate, age 18, from a major urban area in New Zealand. Family P lived in an apartment in an upper middle class suburb of St. Louis. The student placed with Family P was an 18-year old male from Ghana. Family Q lived in a working class suburb of St. Louis. The student placed with them was a male, age 17, from the Greek portion of Cyprus. A graphic adjustment cycle of the family members in each case study is presented and analyzed for each family studied. (B2)

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# RESEARCH REPORTS

OCTOBER  
1985

## THE STUDY OF THE DYNAMICS OF HOSTING

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## 1982-83 phase

Preliminary Report

RESEARCH  
REPORT

**30**

The Research Department. AFS International/Intercultural Programs, Inc.

The mission of the AFS Research Department is to . . .

- carry out research and evaluation projects that potentially will lead to increased understanding of the nature and impact of AFS exchanges, to improved implementation of AFS programs and operations, and/or to enhanced intercultural learning by AFS participants;
- collect and develop innovative cross-cultural orientation materials and procedures that potentially will improve the quality of the learning experience associated with participation in an AFS program;
- maintain contact with members of the scholarly, educational, and professional communities around the world who are interested in international and intercultural exchange of persons; and
- serve as a consultant to members of the worldwide AFS community with respect to research and evaluation, orientation and training, and other activities as may be appropriate.

Preliminary Report, 1982-83 Phase

THE STUDY OF THE DYNAMICS OF HOSTING

October 1985

by: Kimerly Miller & Nancy Painter  
Associates of the Research Department  
AFS International

This is the third and last preliminary report of the findings of AFS's **Study of the Dynamics of Hosting**, which began in 1980. The three preliminary reports of this study represent our investigations into the hosting experience of families over three consecutive years. The nature and purpose of this project are fully described in a document entitled, "Dynamics of International Host Families," published as an **AFS Research Report** (No. 27) in September 1984. The first two preliminary reports of this study are also published in the **AFS Research Report** series (Nos. 7 and 13), and are now bound together. These documents are available without charge from the Research Department of AFS International (313 East 43rd Street, New York, NY 10017, USA). Users of the ERIC system should consult the documents ED 249 141 and ED 231 693, respectively.

During the 1982-83 hosting year, three families in the midwest of the U.S. agreed to participate in this study. The patterns of adjustment and the experiences of these families are presented below.

Family N

Family N lives in an upper middle class suburb of St. Louis in a comfortable home. The father, 40, is a data processing project manager for a large corporation. He is quite knowledgeable about soccer, an interest he shares with his son. The mother, 37, teaches part-time at a local community college and is a free-lance writer. In addition, she volunteers time to a community hotline for parents in distress. Both parents sometimes find their occupations to be stressful. There are three children, two girls and a boy. The older daughter, 11, plays the cello, is an accomplished gymnast, and enjoys reading and listening to popular music. The son, 10, enjoys soccer, reading,

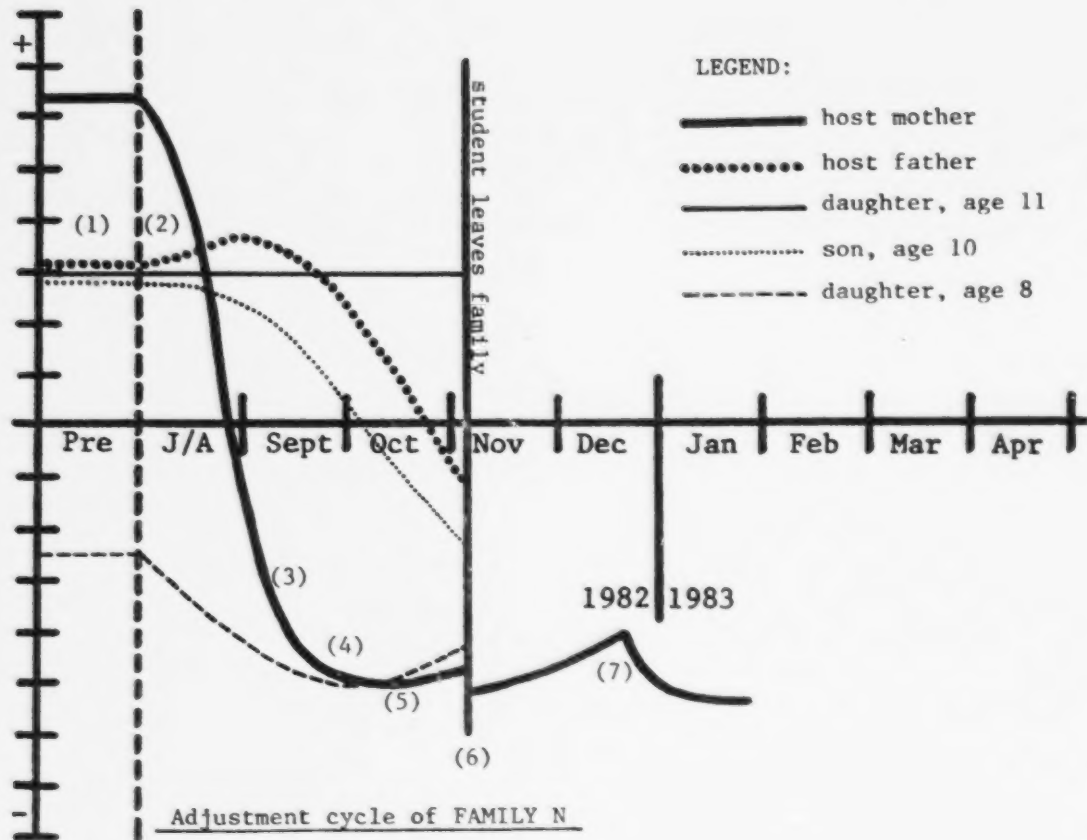
watching television, and using the family's mini-computer. The younger daughter, 8, who is in a "gifted" program at school, plays the piano and likes to sing. The parents work hard to direct the development of the children, and are proud of their accomplishments and activities. The parents describe themselves as having "good social relationships but few close friendships."

Family N had no previous hosting experience aside from a short period when a newly divorced friend stayed with them. They became interested in hosting a student after hearing about the experience of friends who had hosted. However, family members responded to the idea in diverse ways, the children being particularly negative when the idea was first discussed. The son, who would have to share his bedroom, was singularly displeased. Nevertheless, the parents felt it was important for their sheltered lives to be challenged by the experience of hosting someone from another culture, possibly even of a different race. The parents felt that this experience might help their children develop a "strong social conscience" and become more aware of world problems. Another motivation was that the parents were feeling somewhat uneasy about their responsibilities toward their own children, who would be teenagers in the foreseeable future. They looked upon the hosting of a foreign teenager as a "practice run."

The student placed with Family N was a male secondary school graduate, age 18, from a major urban area in New Zealand. His natural family had emigrated from England 13 years previously. Both of his parents were high school teachers; he had one sibling, a sister of 14. The student was said to be shy, sensitive, self-reliant, and somewhat insecure. He himself wrote that he was an "introvert." He did not have a wide circle of friends and was described as leading "a reserved social life," as tending to "stay close to home," but also as "gaining more confidence [socially]." He did very well in his studies, participated in several team sports (especially soccer), and enjoyed listening to popular music. Besides beginning life in the United Kingdom, he had lived with his family in the Cook Islands for two years, and had visited Australia.

The course of the hosting experience for Family N is illustrated by the chart on the following page, which in this case is unusually complex due to the diverse reactions to hosting by the various family members. The numbered paragraphs below are references to the numbers in parentheses found on the chart.

(1) The host mother, who admitted generally expecting too much from people, looked forward to this homestay with extremely high expectations. She said that, since she already had too much to do, she had initially hesitated to take on the extra burden of hosting. But she had been delighted by the sound of the student's application and impressed with his letters. She expected him to be a good influence on her own son by setting an example for his behavior. The host



father recognized that the AFSer might not be able to live up to his wife's expectations and was simply looking forward to having a more adult member added to his family of comparatively young children. The two older children, after initial displeasure with the decision to host, decided it would be fun to have an older brother around the house. Only the youngest daughter remained determinedly unhappy about the forthcoming arrival of the boy from New Zealand.

(2) Problems began to arise almost immediately. The AFSer made a purchase that the host mother considered unwise; her reaction brought to the fore a deep-seated conflict with her husband over child-rearing practices. In addition, she was disappointed that the student spent so much time with his school friends when she had hoped he would be more devoted to the family. The student showed himself to be self-

centered at times. The host mother had many long conversations with him and attempted to reduce his preoccupation with himself; her efforts seemed to improve the situation somewhat. But it soon became clear to her that being a host parent demanded a great deal of her time and energy, and she felt keenly the stress of this extra burden in her already over-extended life. Since she had anticipated that the AFS student would be an asset rather than a burden, she became bitterly disappointed. The younger daughter also reacted negatively to the student's first weeks with the family. She hurt his feelings by telling him to go back to New Zealand. He could not understand why she felt this way about him and felt frustrated because he had no experience dealing with a much younger sister. The host father and the older host sister and brother were, on the other hand, enjoying the AFSer's presence.

(3) Toward the end of September, the host mother contacted the local AFS student-family liaison with the intention of carrying out a "plan of action" whereby she, the AFSer, the liaison, and another local volunteer AFS representative would discuss the family's problems. However, the liaison never followed up on this suggestion, disappointing the mother.

(4) By the beginning of October, the host mother had set up a schedule of household duties to be carried out by each of the children (including the AFSer) in response to her growing feeling of disorganization. She was also irritated by the AFSer's inability to recognize when certain things had to be done around the house. Her intention was to remedy both problems by assigning tasks. By now the host brother and younger sister were complaining about how "bossy" the student was, and the host father was admitting that he found it difficult to warm up to the reserved New Zealander. Only the older host sister retained a generally positive impression of the hosting experience.

(5) Following up on information received at various times from the host mother and the AFSer, local AFS volunteers learned that relationships within Family N were becoming quite uncomfortable. Near the end of October, a meeting was arranged that involved the volunteer AFS district representative, the AFSer, and the host family. During this meeting it became apparent that the older host sister still felt positive about the homestay and would be upset if the student were to leave. The other family members and the student himself were concerned about the negative feelings that had developed so quickly. But they were not prepared to give up, and a two-week trial period was arranged.

(6) At the beginning of November, local AFS volunteers learned that the host parents recently had consulted a psychological counselor. They immediately removed the New Zealand student from the family. The family expressed enormous relief mixed with sadness when he left. The older host sister subsequently received a letter from the AFS student

stating that he hoped there would be no hard feelings; the host mother considered this a thoughtful gesture.

(7) The family tried to keep up a friendship with the AFSer after he moved out but found him unwilling to respond. However, the student did come to Family N's home for a Christmas visit. The host mother was disappointed once again because the student acted coldly toward them and showed no overt appreciation for their gifts. He brought to them gifts selected by his natural parents in New Zealand rather than ones selected by himself. The choice of gifts indicated to the host mother that the student had learned nothing from his homestay with Family N; the efforts that she, especially, had put into influencing him seemed to have been in vain. After this visit, there was no further contact between the student and Family N.

In fairness to Family N, it should be noted that the student from New Zealand had a difficult homestay with his subsequent host family, apparently due at least in part to his self-centeredness.

One year later, Family N had not maintained contact with the student except for the letter and the brief Christmas visit noted above. Family members said that, in retrospect, one of the major problems in their brief homestay experience may have been that the AFSer was not accustomed to dealing with younger siblings and therefore was not adept in his relationships with the three children in Family N. The host mother said that she looked on the experience as "one of the biggest disasters in my life," but she admitted learning some things ("some not so wonderful") from it. Both parents said that, as a result of hosting, they had changed their expectations of what it will be like to parent a teenager; they said they had expected too much maturity from the AFSer, and that they would revise downwards their expectations toward their own children. (The mother added that she would not lower her standards but would try to be more appreciative when her own children did things properly.) The parents also said that they thought the homestay would have been easier with a different student. In particular, they noted that the upper middle class background of the student very likely gave him expectations about Family N that, financially, they were unable to live up to. They recalled, for instance, that the student had been "outraged" when on a family trip everyone had had to sleep together in the same motel room.

The major dynamic that seems to have operated in the case of Family N was that the host mother entered the hosting experience with the expectation that the AFS student would be a model of behavior for her three children; instead, the student had his own needs and demands, was unable to establish good relationships with the host siblings, and proved to be quite self-centered.

### Family P

Family P lives in a seven-room apartment in an upper middle class suburb of St. Louis. Their standard of living is modest in comparison with that of the average family in the community. The father, 45, is the white pastor of a mostly black Lutheran church in the city. His position keeps him in the forefront of many community issues including interracial cooperation and prison reform. The mother, 42, is a lay church worker responsible for education programs in seven Lutheran congregations throughout St. Louis. She is also the director of a task force that is studying the effects of federal budget cuts on children. She earns additional income as a caterer. Only one of the family's three sons was living at home at the time of the hosting experience. This youngest son, 17, is as active as his parents in community and church activities; in addition, he is active in school activities and maintains an excellent academic record. He also has a part-time job at a local health club. Overall, the family can be described as being very internationally minded as well as socially conscious. The mother says the family is "not in the habit of sitting still for very long."

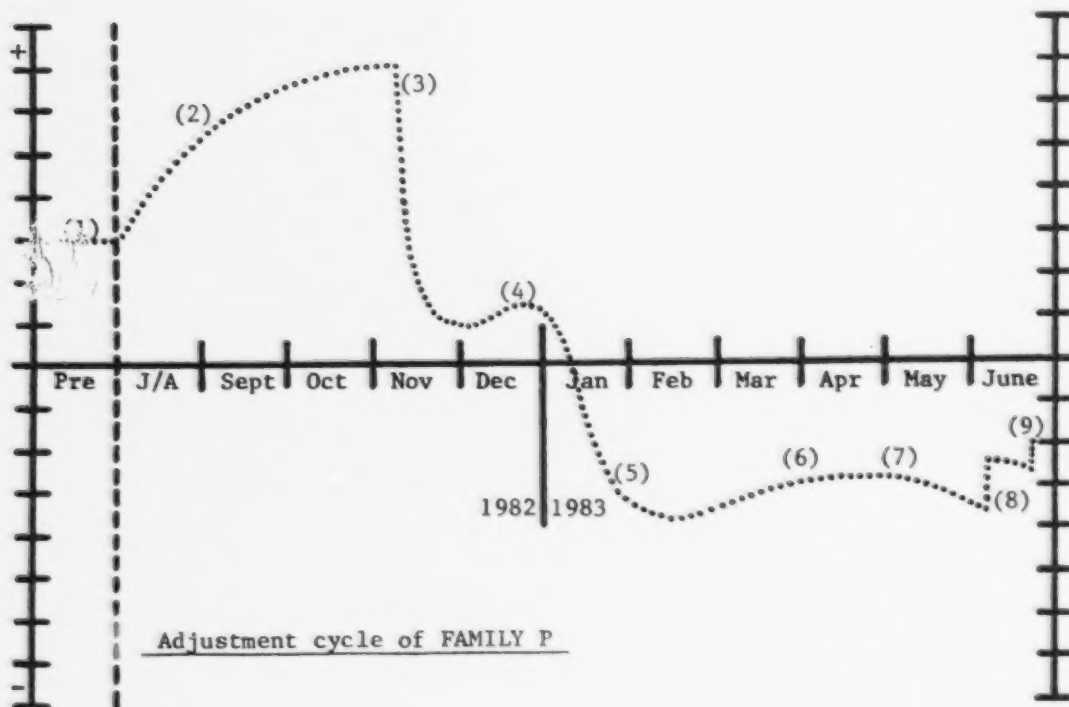
Although Family P had had two rather unsatisfactory experiences with short-term foreign guests in the past, they were eager to host again for several reasons: (1) Individual family members' experiences abroad had been enriching, including that of an older son who participated on an AFS Summer Program; the family also had enjoyed pleasant experiences with AFSers locally. (2) Family members had room, physically and emotionally, for another person in their lives. (3) The youngest son preferred not to spend his last year at home as the only child. The family specifically requested a student who would feel comfortable with the level of religious activity and commitment that characterized all their lives.

The student placed with Family P was a male, age 18, from Ghana. His father was a lawyer and his mother an educator, making them members of the privileged class in Ghanaian society. The family lived in a suburb of the capital city populated mostly by civil servants. The student led a comfortable life at home and was involved in many school activities including the student council and the debate team. He was described as "outspoken" but as speaking his mind "in a very decent way making sure not to offend anybody," and as having "a genial character with a cheerful disposition." A faculty member who had known him three years wrote that he was "obedient" and had a "good temperament" as well as a "high sense of duty and initiative." As the oldest of three brothers, the student played an important role in his family and was very close to his father. He spoke English almost as well as his native dialect.

The course of the hosting experience for Family P is illustrated by the chart at the bottom of the next page. The numbered paragraphs below are references to the numbers in parentheses found on the chart.

(1) Because of previous hosting experiences, Family P's expectations were realistic; because of a recent experience with two less-than-agreeable German youths, the family's expectations were guarded. They were also concerned about how a black African student would fit in with American neighbors (all white), classmates (mostly white), and parishioners (mostly black), and about whether he would have difficulty adjusting to a more modest lifestyle than that to which he had become accustomed.

(2) At the beginning, the family's concerns appeared unfounded. The student made a very good initial impression. He seemed to adapt to the family very well and to be committed to integrating himself into their daily lives. He also made friends rapidly at school. Many thought him "charming." An unusual feature of this homestay, however, was that the student's natural father telephoned him frequently (often two to three times a month) about a variety of matters. During this early period, these calls centered on the fact that, prior to leaving Ghana, the student had failed the examinations that would enable him to matriculate to college; the father was trying to arrange for the student to retake the exams at a Ghanaian embassy in the U.S., and was



pressuring the student to prepare himself academically so that he would be able to pass the exams.

(3) Towards the end of November the family discovered that the AFSer had signed a contract with a modelling agency in the hopes of earning a lot of money. The student's drive to earn money was derived from the fact that he was under immense pressure from a number of peers in Ghana to return home with expensive Western goods for them. (The host family already had dissuaded him from taking a number of part-time jobs by means of which the student had hoped to acquire the large sum of money he needed to fulfill his friends' requests.) News of the modelling contract came as a great shock to the family because the student had consulted none of them in advance; it was an even greater shock to the student when he realized that the contract was not only financially inadvisable but also legally binding. The family had to spend enormous effort (eventually involving the local Better Business Bureau) in order to extricate the student from his predicament. Then, just when the family was satisfied that the problem finally was resolved, the student (within their hearing) telephoned his natural father, confessed the entire episode in great detail, and listened contritely while the father criticized him in very severe terms. During subsequent weeks, the student went into such a deep depression that, at times, his hosts became concerned that he might be suicidal. On occasions when the host mother talked supportively with the student, it emerged that he felt a need to have someone "dump on him" because of his errors. He also talked about the great pressures to succeed that were put on him, the oldest of three sons, by his natural parents. The modelling incident and its aftermath caused family members to seriously question the student's judgement and mental stability; their generally positive attitude about the homestay plunged during this time.

(4) Although the preparations for the festive holiday season seemed to help the family regain some of their positive feelings about hosting, the Ghanaian student soon gave them additional reason to despair by exhibiting increasingly bizarre behavior both at home and at school. For example, one day he would insist on wearing his heavy winter coat indoors and on the next (winter) day he would go to school in a light sweater. He would isolate himself from his classmates by sitting in a corner of the classroom or by being the only person in the school play to refuse to take a curtain call. He seemed to do such things deliberately to alienate others; when asked to explain himself he merely shrugged his shoulders. The student's frequent telephone contact with his natural father was continuing during this period; in addition to talking about his academic standing in Ghana, they were now discussing the need to transfer money to the U.S. to pay for a major dental procedure that had become necessary for the student.

(5) January proved to be a very difficult month for the family. The student's natural father informed him that it would not be possible for him to re-take his exams in the U.S., and furthermore that the

student would miss the annual cycle of exams upon returning from his AFS program in the U.S.<sup>1</sup> Therefore, the student would have to wait another full year before he could be re-tested. The consequence would be that the student would be separated from his peer group in Ghana as they progressed up the educational ladder. The natural father, apparently greatly disappointed by this turn of events, had arranged for the student to enter a trade school upon his return to Ghana. The student was thrown into turmoil by the news that he would be separated from his peers; in addition, he expressed dislike for the idea of going to trade school and said that he would join the army instead. (His natural father was "livid" over the notion that his son might join the army.) The student began marching around the host family's residence, practicing out loud a speech that he apparently intended to give after leading an imaginary take-over of the Ghanaian government. He intensified other forms of bizarre behavior that he had started to exhibit during the holiday season and seemed to drop out of family life. For example, he would come home from school and go directly to bed for a nap, then, later, he would stay up at night while the others were in bed. He refused to eat, dress, or otherwise behave in a manner consistent with the family's expectations. He began to make lengthy telephone calls to AFSers in other states, to two relatives who were living in the U.S., and to his natural father (who at that time was in Switzerland). The host son and father, though upset by this turn of events, tended to feel that they were not responsible for making the student happy. The host mother, on the other hand, still felt she should make an effort to pull the student out of his depression. All felt frustrated, but never considered having the student moved because they did not think he would be able to function better with another family and because they felt they should keep the commitment they had made to AFS.

(6) By the early spring, the father and son had accepted the fact that they were not going to change the student's strange behavior significantly. They felt the AFSer's problems were his own to solve. They still continued to think of him as a son and brother -- albeit one who had some serious psychological problems. Telephone contact between the student and his natural father continued at the rate of once or twice a month during this period; among other things, they discussed the worsening political situation in Ghana, which potentially involved a threatening situation for their family.

(7) By May it had become clear that the student's grades at the local high school were so bad that he would fail several courses and might not be allowed to participate in graduation ceremonies. He professed little concern over this possibility. The host mother

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<sup>1</sup> It is not clear why no one considered the possibility that the student might return to Ghana a month or two before the end of the AFS program year in order to be able to take the exams in the normal cycle.

continued to feel responsible for the student's having a successful year despite the ominous signs pointing to academic failure, but the student did virtually nothing to deal with his academic problem. He even failed to show up at meetings with teachers that had been called to see how he could prevent himself from failing. The frequent telephone contact between the student and his natural father had come to an end by this time [the reason why is not clear]; the student was not filling in the communication gap with letters. He continued to talk at length by phone with three or four other AFS students, having essentially cut himself off from all but one local high school student as well as from faculty members who had attempted to befriend him.

(8) One source of tension was removed when, at the very end of the school year, the principal decided to let the student graduate. But his final week with the family was too stressful for any of them to enjoy. The student approached various people in his acquaintance and begged large favors of them, including asking some to take him on shopping expeditions at their expense (which at least one of them did). He missed appointments that he had set up, asked to be taken places on extremely short notice, and was generally so disorganized that the family wondered if he would actually manage to arrive on time for the AFS departure bus.

(9) With considerable help from his hosts in packing the enormous quantity of goods he had acquired, the student did make it to the bus on time. Minutes before the bus drove away, the student became convulsed with sobbing and attempted to express to the host mother his appreciation for all the family had done for him and to apologize for all the trouble he had caused them. Nevertheless, the family was enormously relieved to see him go. In retrospect, they viewed the AFSer as a person who very easily could be charming but who had made his greatest impression on them by being thoroughly exasperating. The host brother observed that the Ghanaian had been a "Jeckle-and-Ryde" character in their lives.

One year later, the family had exchanged several letters with the student; in one letter addressed to the host mother, the student had poured out his heart, expressing abject apologies and deep regrets. They continued to be aware of the student's positive traits (he could be lovable and was articulate and well informed) and to consider him a member of their family; but they were quite clear that they had been relieved to see him depart because "we were tired." The host parents saw the constant telephone contact between the student and his natural father as one of the key factors undermining their role as hosts because the student remained preoccupied throughout the year with his father's opinions and with events and personalities in Ghana. The mother said that the most frustrating feature of the student was his inconsistency, saying one thing but doing another; he seemed to have an image of himself that he could not live up to. In retrospect, the family viewed themselves as having done a good job in hosting the

Ghanaian. "We did not take his stated self-image as the reality," said the father; "we were consistent, being confrontational in a firm but loving way."

The major dynamic that seems to have operated in the case of Family P was that the student exhibited a great deal of erratic, inconsistent, and even bizarre behavior, thereby causing constant stress for the host family.

#### Family Q

Family Q lives in a working class suburb of St. Louis. Their home is a two-story bungalow in a neighborhood of similar structures mixed with more modern, ranch-style homes. This family is large, close-knit, smoothly operating, and Catholic. The father, 62, is a retired skilled laborer who runs a small lawn-care business from his home. The mother, 60, is a restaurant cook and housewife. She is an active church member serving on committees and attending daily Mass with her husband. Three of the nine children were still living at home at the time of the hosting experience. The sons, ages 19 and 21, both work and the younger one spends much of his leisure time with his girlfriend. The older one is studying to become a policeman and the younger one (who married during the hosting year) is a plumber. The daughter, 17, attends a parochial school where she is active in cheer-leading and drama. She works part-time after school. Previously, she had traveled with friends to other parts of the U.S. and to Germany. Members of Family Q go their separate ways during the day, but at dinner time everyone joins in to prepare the meal and clean up afterwards. The extended family of some 25 people (including children, in-laws, and grandchildren) gets together on holidays.

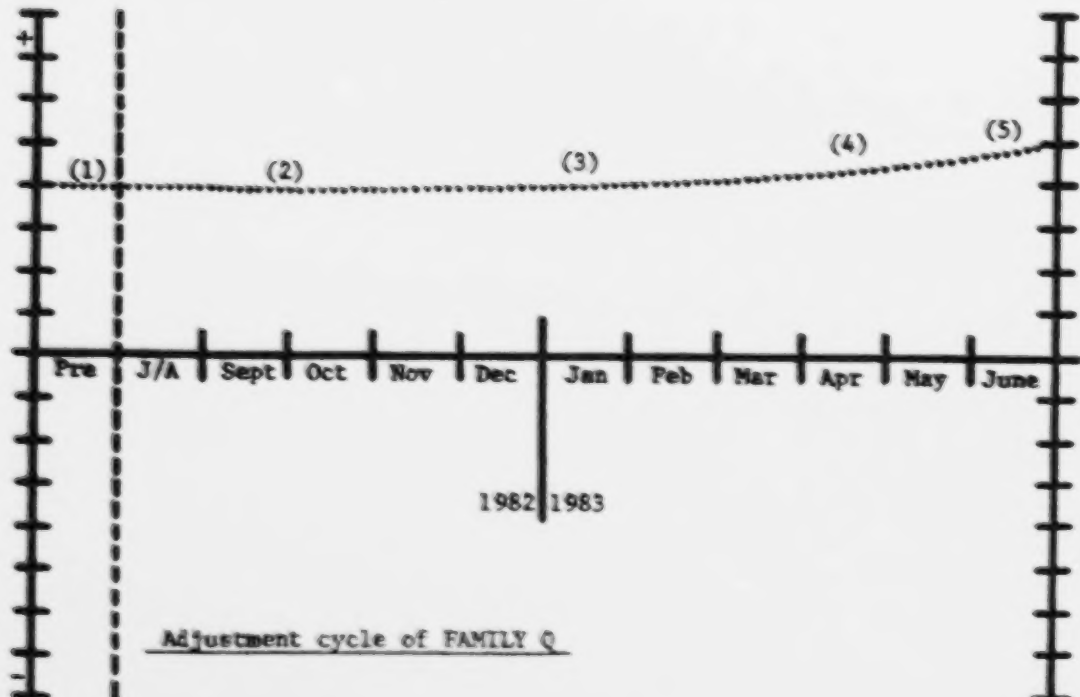
Family Q became interested in hosting through membership in the local adult AFS chapter. They had hosted AFS students during 3-day "bus-stops" during previous years and had enjoyed learning about other countries and customs.

The student placed in Family Q was a male, age 17, from the Greek portion of Cyprus. His family had fled from the northern, Turkish part of the island in 1974 and were living in a refugee development area near the capital. His father was a self-employed car mechanic. The student was described as "the solid, Rock of Gibraltar type," as "natural, open, and candid," and as being "more mature than his years would suggest" (possibly due to the adversity his family had faced). He also was said to be "prone to the simpler pleasures and one-on-one relationships." His command of English was "halting." It was recommended that he be placed in a rural community or smaller city with a large, loving, gregarious family.

The course of the hosting experience for Family Q is illustrated by the chart at the bottom of this page. The numbered paragraphs below are references to the numbers in parentheses found on the chart.

(1) The family approached the hosting experience with positive expectations. When they realized that the student came from a small family, they became concerned about his adjustment to their large, "hectic," extended family. They also worried about possible language difficulties. The host sister preferred hosting a girl. A rather unusual feature of this placement was that the student and his principal host sibling, the sister, would be attending different high schools; however, this arrangement did not prompt concern. All family members were excited as they looked forward to the student's arrival; he had invitations to visit relatives in other towns even before he had arrived.

(2) The initial adjustment of the AFSEr to the family was relatively smooth despite his somewhat limited language proficiency. Since he was a prolific letter writer and, moreover, received as many letters as he wrote, he appeared to be spared a period of homesickness. He



studied long and hard, kept his part of a large shared room orderly, and made an effort to learn about and adapt to his new environment. He readily assisted with household chores (although, much later, he commented that if he washed a dish back home he would become "the laughing stock of Greece"). These qualities endeared him to the family from the start. The host sister commented that "it's no big deal" to have another person around because of the large size of the family. One relatively minor concern voiced by the host mother was that the student was becoming "too serious" with a local girl he had met soon after arriving.

(3) The acceptance of the student as a member of the family gradually continued to strengthen. Although up to this point the relationship could not be characterized as being profoundly intimate, a comradery existed, especially among the siblings. This was due, in no small measure, to the relatively open communications that had become established. Family members enjoyed learning about Cyprus from the student. The ability of all concerned to talk over problems led to the quick resolution of several sources of friction, such as the fact that the AFSer's frequent use of the telephone interfered with the studying of the oldest son. Openness of communication also aided the attainment of a compromise solution about the types of parties to which the host sister would invite the student as well as about the much more subtle issue of differences in physical distance when talking (the student stood much too close by U.S. standards). The placement was going well, though host sister continued to speculate about the better relationship she might have had with a female AFSer. The younger host brother, frequently absent from home, appeared to remain only superficially acquainted with the student despite the fact that they shared a room. The older host brother, who also shared the same room, had developed a great liking for him. The host mother's concern over the AFSer's attachment to the first girl he met disappeared upon his break-up with her; he was now dating several girls. The host father noted that the student did need to be driven here and there frequently, but, in general, the family was pleased that he had made friendships beyond the family circle.

(4) The year continued with a gradually rising level of satisfaction, in part because the AFSer began assisting the host father with his garden work. The host mother continued to feel disappointed by the student's lack of interest in forming friendships with male classmates; she could not understand his "girl-passion." She also complained that the student sometimes made arrangements without consulting the family in advance; after she brought this problem to his attention, however, his behavior improved. As the student began to feel more comfortable in the household, he boasted more and more about his attractiveness to the girls in school, a habit that the family found quite annoying even though they were able to explain it by reference to Greek culture. The host sister said that both the student and her friends had made adjustments to compensate for their

discomfort over differences in speaking distances. Members of the family noted that the homestay might have been easier with a female APSer, and that the Greek boy might have enjoyed himself more in a smaller town and school (the student obviously had enjoyed a wonderful experience during a short-term exchange in a smaller town). In spite of these concerns, however, all family members were generally satisfied with the homestay of the Greek student and said that they would miss him after he returned home.

(5) The end of the year passed rather uneventfully. The host sister and the APSer graduated from their respective schools. The family took a trip to the Ozarks and were met there by the student's latest girlfriend; they not only enjoyed her company but also developed an even closer relationship with the student during this time. The APSer's parting did not produce any intense feelings of sadness or grief, but family members were sorry to see him go. He telephoned them from each of his "bus-stops" and soon after he arrived in Cyprus.

One year later, family members had exchanged several letters with the student; he had invited them to come to Cyprus, but the expense of the journey made it unlikely that they would go. Family members said that their patterns of living had not changed as a result of hosting, but that they had learned beneficial things about Cyprus and about themselves from the experience. Overall, they viewed the experience quite positively. They did mention for the first time in the year-later interview that they had had a problem with the student's body odor and bathing habits, but this difficulty, like others, had been resolved through open communication.

The major dynamic that seems to have operated in the case of Family Q was that the parents were non-authoritarian and tolerant, and that open communication characterized the relationships among all family members; in addition, the family was large and seemed to have little trouble accepting one more member.

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